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ABSTRACT

This report presents information about the involvement of federally funded Head Start Programs for 3- and 4-year-olds and state-funded Early Childhood Assistance Programs (ECAP) for 4-year-olds in the Head Start/ECAP Outcomes Project in the state of Delaware. Information about child developmental skills and family goals was collected at the beginning and end of the 2001-2002 program year. A total of 596 children and their families were selected randomly for tracking for the Outcomes Project; data from 490 children representing 12 programs are included in the child outcomes section of the report. Following an introductory section describing how families and children were selected for the project, Section 2 of the report presents findings related to child outcomes. Section 3 focuses on family and community outcomes. Findings of the Outcomes Project indicate that children served by these programs were progressing in social and emotional development, cognitive and communication skills, physical health, and in overall skill attainment. Families being served by Head Start and ECAP programs completed a majority of the goals identified in their Family Partnership Agreements. Over 42 percent of goals were accomplished with the help of community resources, suggesting that Head Start and ECAP are creating effective partnerships with community agencies to better serve these families. Goals of transition planning and education were identified by the highest number of families. The report's three appendices include the family and community outcomes form, a sample child development outcomes form, and a list of assessment instruments. (KB)

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Head Start/ECAP Outcomes Report: State of Delaware

Fiscal Year 2001-2002

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About the Delaware Department of Education

The Delaware Department of Education, in cooperation with the Interagency Resource Management Committee, has overseen the implementation and operation of the state's pre-kindergarten initiative, called the Early Childhood Assistance Program (ECAP). The program has been providing comprehensive early childhood services to children and their families since 1994. Services are targeted to children four years of age, living with families with incomes at or below federal poverty levels. State legislation requires programs to follow the Head Start Performance Standards. Early Childhood Assistance Programs are located in Head Start programs, school districts, and both not-for-profit and for-profit agencies. Annual evaluations of program services to children and families have been completed since 1999. The Education Associate for ECAP is Dr. Jim Lesko.

About the Delaware Early Childhood Center

The Delaware Early Childhood Center (DECC) has operated statewide since 1979. The Center is administered by the Lake Forest School District and has offices in Harrington, Dover, Georgetown, and New Castle. DECC has received funding from a variety of sources over the years. DECC has a staff of more than 90 employees, including professionals and paraprofessionals, who bring with them extensive and diverse training and experience in early childhood, special education and related areas. At any point in time, DECC serves more than 800 young children and their families in Delaware. The Director of the Delaware Early Childhood Center is Dr. Janet Cornwell.

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Section I: Introduction

This report presents information about the involvement of federally funded Head Start Programs for three- and four-year-olds and state funded Early Childhood Assistance Programs (ECAP) for four-year-olds in the Head Start/ECAP Outcomes Project. This Outcomes Project provides a systematic method for measuring child, family, and community outcomes for Head Start and ECAP programs in the state of Delaware. For more information about how this Outcomes Project was designed, please see the *Head Start/ECAP Outcome Evaluation Proposal* (Gamel-McCormick & Lovett, 1998).

Information about child developmental skills and family goals was collected at the beginning and the end of the 2001-2002 program year. In the Fall 2001, programs randomly selected families and children to track for the Outcomes Project. For programs with 35 or fewer children, 50% of the children and families were randomly selected. For larger programs with more than 35 children, 33% of the children and families were selected. No program collected information on more than 100 children and families. Once this random selection was finished, programs were asked to complete Family and Community Outcomes and Child Developmental Outcomes forms by Summer 2002 (see Appendix A and B for examples of these forms).

This report provides a summary of the information that was collected by Head Start and ECAP programs about family, community, and child outcomes. This report can be used to determine how children served by these programs have changed from the beginning to the end of the 2001-2002 program year. Also, this report can help to illustrate what goals have been accomplished by families served by these programs, and how these goals have been met. Finally, this report provides information about the impact of Head Start and ECAP programs, and the efficacy of these programs in serving children and families.

Section II: Child Outcomes

The goal of this phase of the Head Start/ECAP Outcomes Project was to track the progress of children attending Head Start and ECAP programs in the state of Delaware. In order to track child outcomes, programs were asked to select an assessment instrument to measure developmental changes in children in areas such as cognitive, language, physical, and social-emotional development. Programs were responsible for assessing the children included in their random sample in September 2001 and May 2002, and reporting this information by July 1, 2002. In order to facilitate the collection of this information, each program received a custom designed Child Developmental Outcomes Form (see Appendix B for an example of this form) and an Excel spreadsheet file.

Demographic information was collected on the children who were included in the sample (see Appendix B for demographic information collected). However, some programs reported their data using a computerized database system and consequently, these demographic data were not available for some programs. Consistent data is available for 511 children and reported percentages will be based on this number. Programs were asked to respond to "Does child have an IEP or an IFSP?" Child Outcome data forms indicated that sixty-three (63) of the children (12.3%) had an IEP/IFSP. Data indicated that 448 children (87.6%) did not have an IEP or IFSP. Programs were asked "Was child ever enrolled in Part C or Child Development Watch Services?" Programs indicated that at least thirty-nine (39) children (7.6%) had received services from Child Development Watch. Three hundred and eighty-five (385) children (75.3%) had not received services from Child Development Watch and this data was unknown for eighty-seven (87) children (17.0%). Programs were asked if the child had attended Head Start the previous year and if so, what type of Head Start program (i.e., Early Head Start, Regular Head Start, or Migrant Head Start). Data submitted by programs indicated that at least two hundred seventeen (217) children (42.4%) had attended a Head Start program the previous year. Two hundred two (202) children (39.5%) had not attended a Head Start program the previous year, and data was unavailable for ninety-two (92) children (18.0%). Of the two hundred and seventeen (217) children who had attended a Head Start program the previous year, two hundred fifteen (215) children (99.0%) had attended a Regular Head Start program and two (2) children (0.9%) had attended an Early Head Start program. Programs were asked if the child attended another child care or early childhood program, while concurrently enrolled in Head Start or ECAP. Programs indicated that at least ninety-five (95) children

(18.5%) had attended another program and two hundred forty-one (241) children (47.1%) had not attended another child care or early childhood program while enrolled in Head Start or ECAP. Data was not available for the balance of one-hundred seventy-five (175) children (34.2%). Programs were asked to indicate "Does this child attend your program 4 or 5 days per week?" Data from programs indicated that three (3) children (0.5%) attended four days per week and five hundred eight (508) children (99.4%) attended for five days per week. Programs were asked to indicate how many hours per day the child attended the program. Data indicated that approximately one hundred sixty-nine (169) children (33.0%) attended for four hours or less per day, two hundred forty-five (245) children (47.9%) attended for four to six hours and ninety-seven (97) children (18.9%) attended for more than six hours per day. Programs were also asked if children attended a full-year or partial-year (i.e., September to May) program. Programs indicated that approximately four hundred twenty-one (421) children (82.3%) attended a partial-year program, while ninety (90) children (17.6%) attended a full-year program.

In total, five hundred ninety-six (596) children were randomly selected from Head Start and ECAP programs to be tracked in the Outcomes Project. These children were assessed in September 2001 and May 2002 using the assessment instruments chosen by each program (see Appendix C for a complete list of assessment instruments used by programs). This year was a transition year for two programs that were in the process of developing, testing, and revising a new assessment instrument. Therefore, these programs' data will not be included in this summary report. Data from a total of four hundred ninety (490) children, representing twelve programs, are included in the Child Outcomes portion of this report.

Summary data are depicted in three ways in this report. Initially, aggregated data from four hundred ninety (490) children in twelve programs are presented comparing the percentage of skills mastered in the four developmental areas in September 2001 and May 2002. Then, data will be presented on 329 children who were assessed using the *Creative Curriculum Developmental Continuum for Ages 3-5*. Finally, data are presented on one hundred twenty-nine (129) children who were assessed using the *Work Sampling for Head Start Developmental Checklist for Four Year Olds*.

Percentage Of Skills Achieved

Initially, aggregated data from four hundred ninety (490) children in twelve programs are presented comparing the percentage of skills mastered by developmental areas in September 2001 and May 2002. In September, these 490 children had mastered an average of 31.15% in communication skills, 30.37% in cognitive skills, 42.86% in social-emotional skills, and 48.75% in physical skills. In May 2002, these children, on average, had mastered 62.76% in communication skills, 64.67% in cognitive skills, 75.71% in social-emotional skills, and 80.62% in physical skills. Based on these results, on average, these children gained 31.61% in communication skills, 34.30% in cognitive skills, 32.85% in social-emotional skills, and 31.87% in physical skills. (See Figures 1-2 and Table 1 for visual representations of the average percentage of skills gained by children across programs)

Figure 1. Average Percentage of Skills Mastered Per Child in September 2001 and May 2002
Aggregated Across HS/ECAP Programs
Number of Childen Tracked = 490

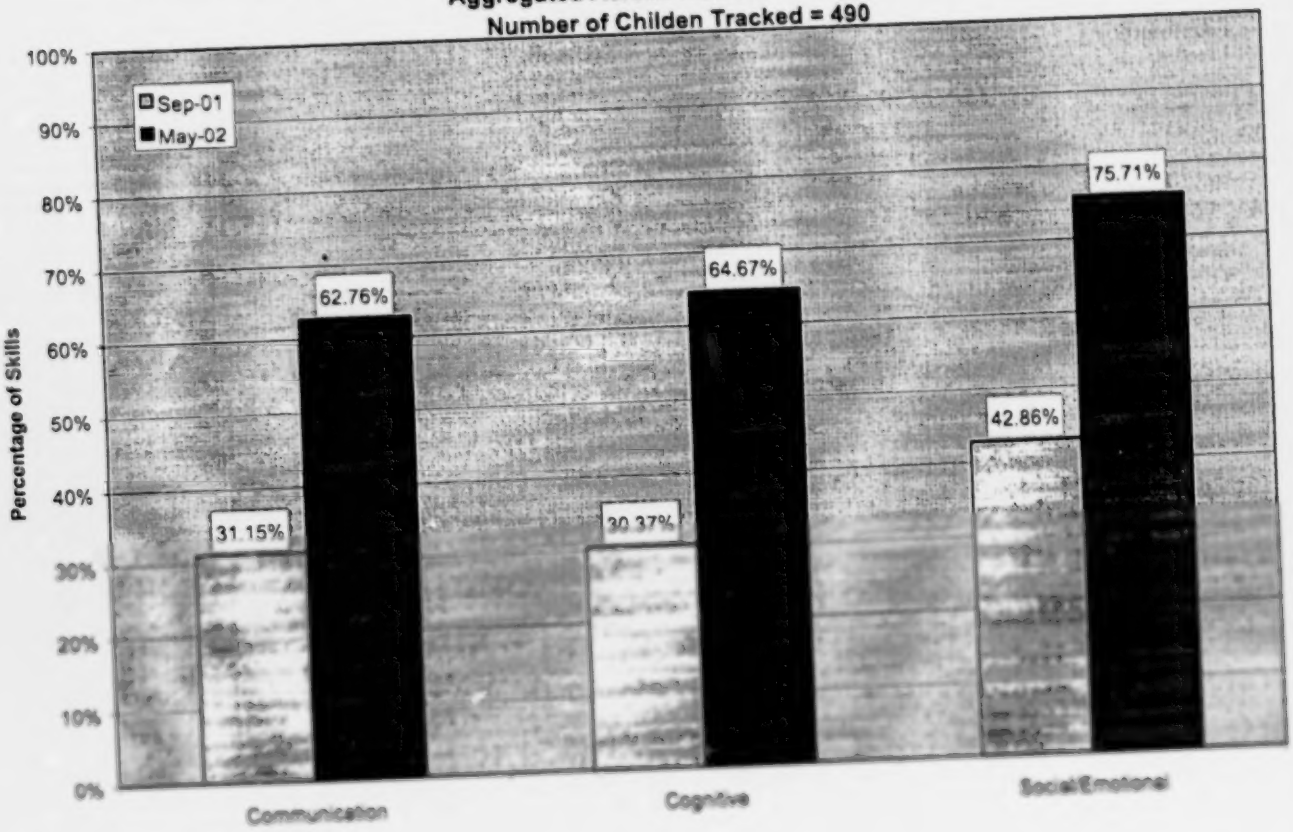


Figure 2. Average Percentage of Skills Mastered Per Child in September 2001 and May 2002
Aggregated Across HS/ECAP Programs
Number of Children Tracked = 490

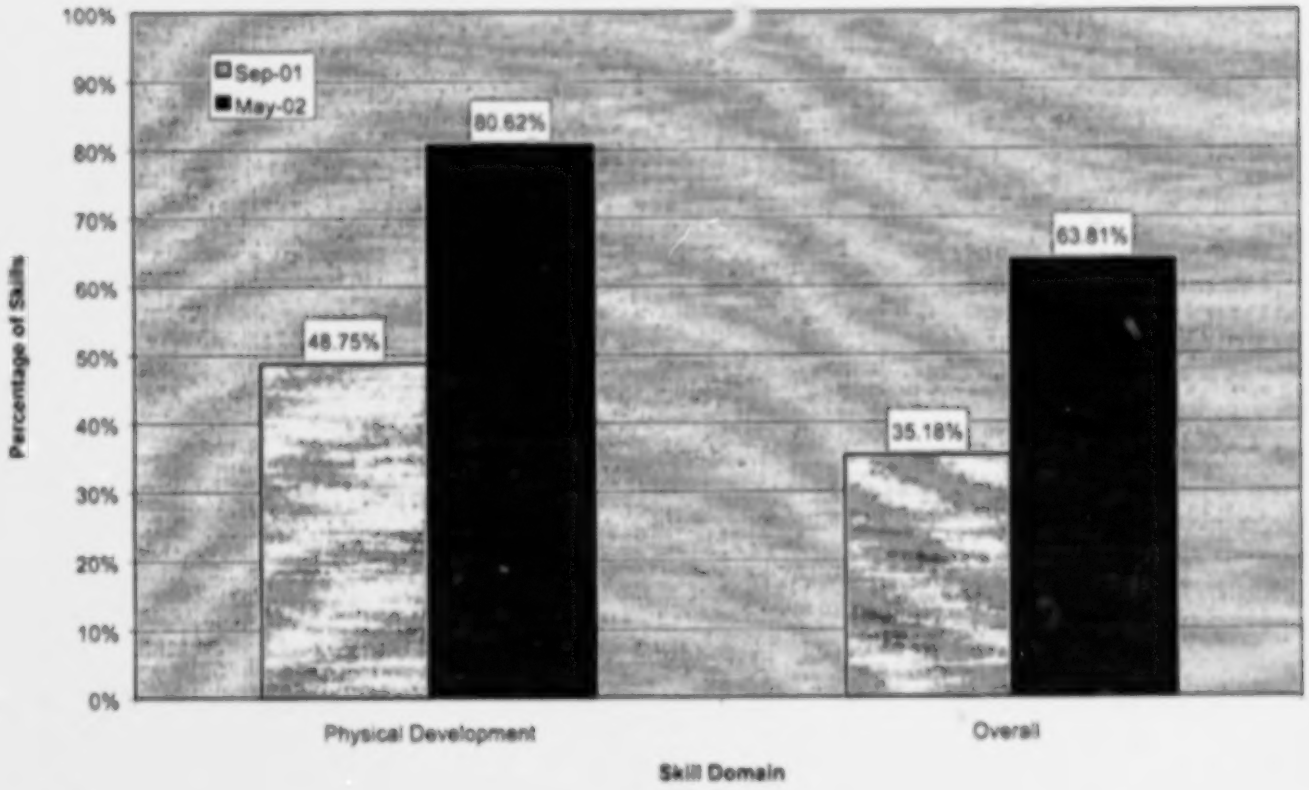


Table 1. Average Percentage of Skills Mastered Per Child Aggregated Across HS/ECAP Programs in 2001 - 02 Number of Children Tracked = 490			
Skill Domain	**Average September 2001 Performance %**	**Average May 2002 Performance %**	**Average Overall Performance Increase %**
Communication	31.15%	62.76%	31.61%
Cognitive	30.37%	64.67%	34.30%
Social/Emotional	42.86%	75.71%	32.85%
Physical Development	48.75%	80.62%	31.87%
TOTAL	**35.18%**	**63.81%**	**28.63%**

The results of the data collected from the Child Developmental Outcomes Forms for Head Start and ECAP programs in the state of Delaware indicate that children being served by these programs are progressing in all areas of development tracked by their respective assessment instruments, including communication, cognitive, social emotional and physical development. The results of tracking this sample of 490 children showed significant skill development in four domains. The children, as a group, gained an average of 31.61% in communication skills, 34.30% in cognitive skills, 32.85% in social-emotional skills, and 31.87% in physical skills during the 2001-2002 program year. Overall, these children gained an average of 28.63% in all four domains.

Creative Curriculum Developmental Continuum for Ages 3-5

Data are presented below on three hundred twenty nine (329) children in five Head Start/ECAP programs who were assessed using the *Creative Curriculum Developmental Continuum for Ages 3-5.* In September 2001, these 329 children had mastered an average of 8.59 items on the assessment instrument (17.18%). They had mastered 3.23 social-emotional skills (24.88%), 2.07 physical skills (25.88%), 1.96 cognitive skills (12.24%), and 1.91 language skills (14.69%). In May 2002, these children, on average, had mastered 24.20 of the 50 items on the assessment instrument (48.40%). They had mastered 7.51 social-emotional skills (57.74%), 5.37 physical skills (67.13%), 6.36 cognitive skills (39.75%), and 5.40 language skills (41.54%). Based on these results, on average, these children gained 4.27 social-emotional skills (32.86%), 3.30 physical skills (41.25%), 4.40 cognitive skills (27.51%), and 3.49 language skills (26.85%). (See Figures 3 - 7 and Tables 2-3 for visual representations of the average number of skills gained by children across programs)

Figure 3. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Creative Curriculuum Developmental Continuum For Ages 3 - 5
Social/Emotional Development (13 items)
N = 329 Children

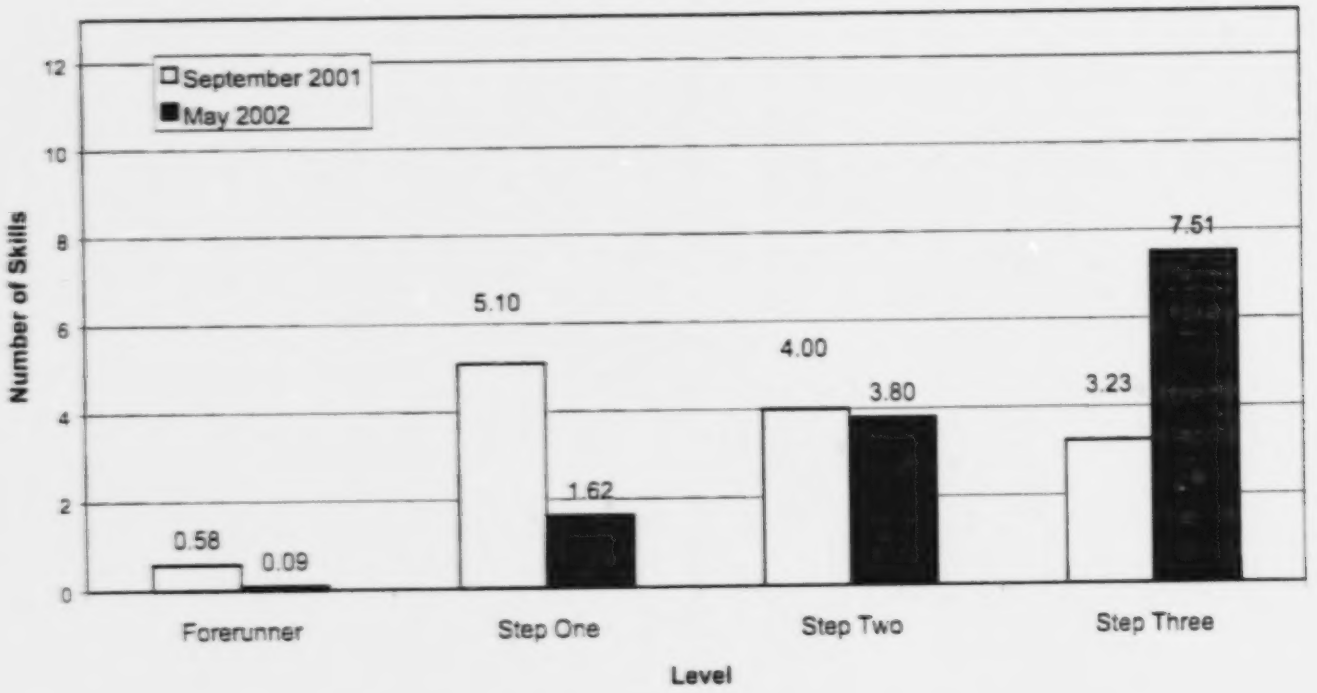


Figure 4. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Creative Curriculuum Developmental Continuum For Ages 3 - 5
Physical Development (8 items)
N = 329 Children

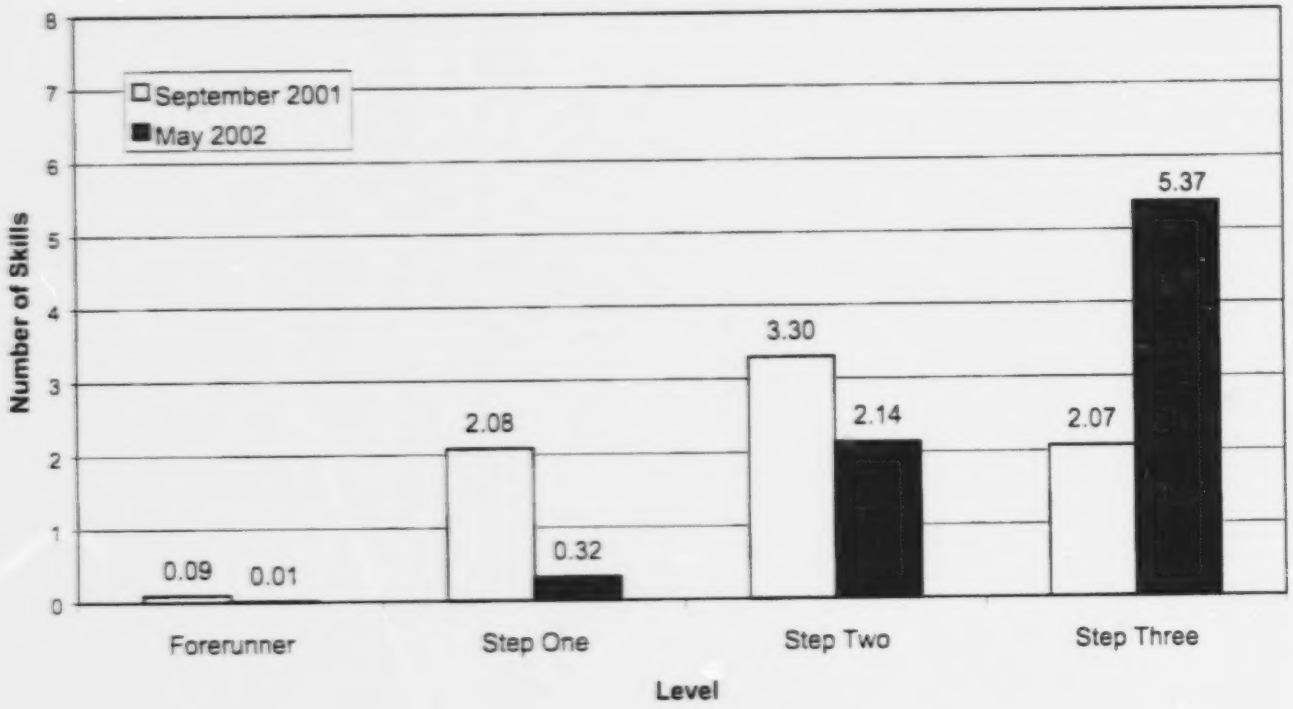


Figure 5. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Creative Curriculuum Developmental Continuum For Ages 3 - 5
Cognitive Development (16 items)
N = 329 Children

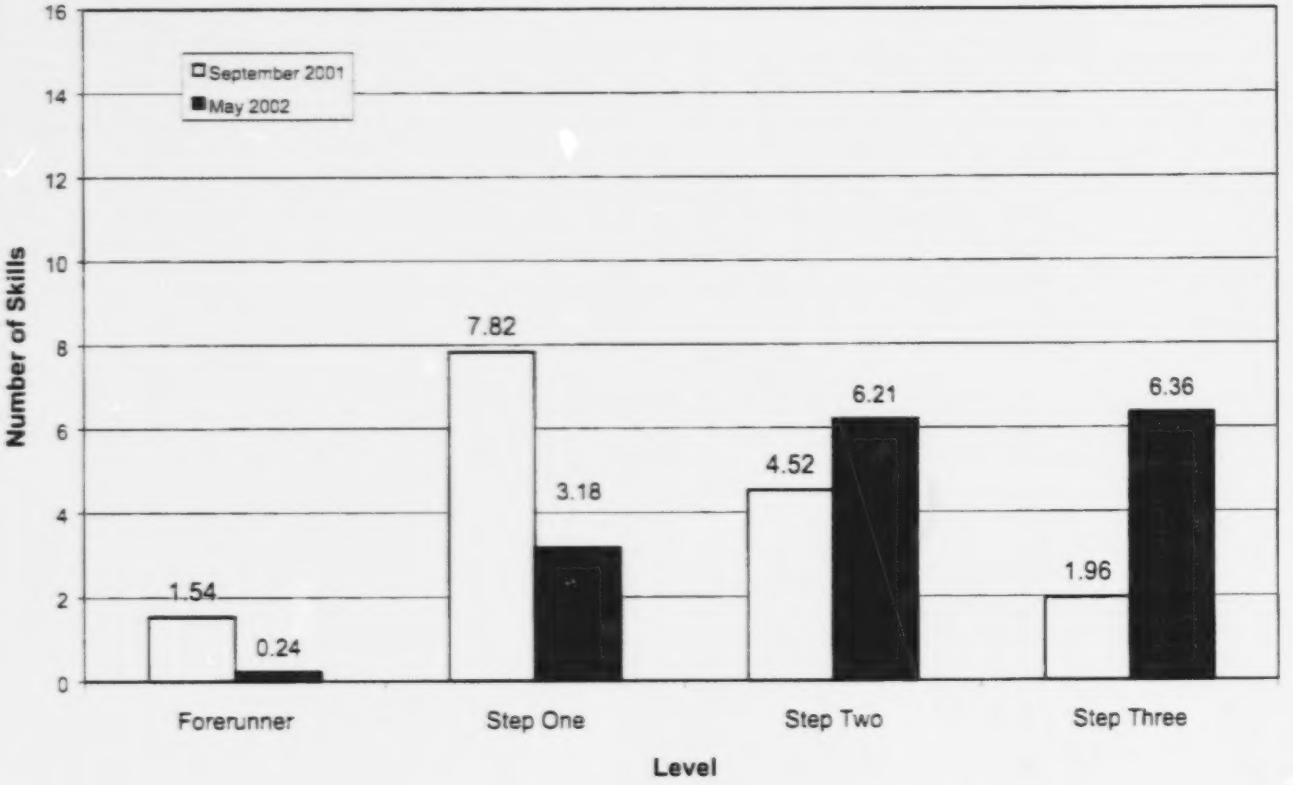


Figure 6. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Creative Curriculum Developmental Continuum For Ages 3 - 5
Language Development (13 items)
N = 329 Children

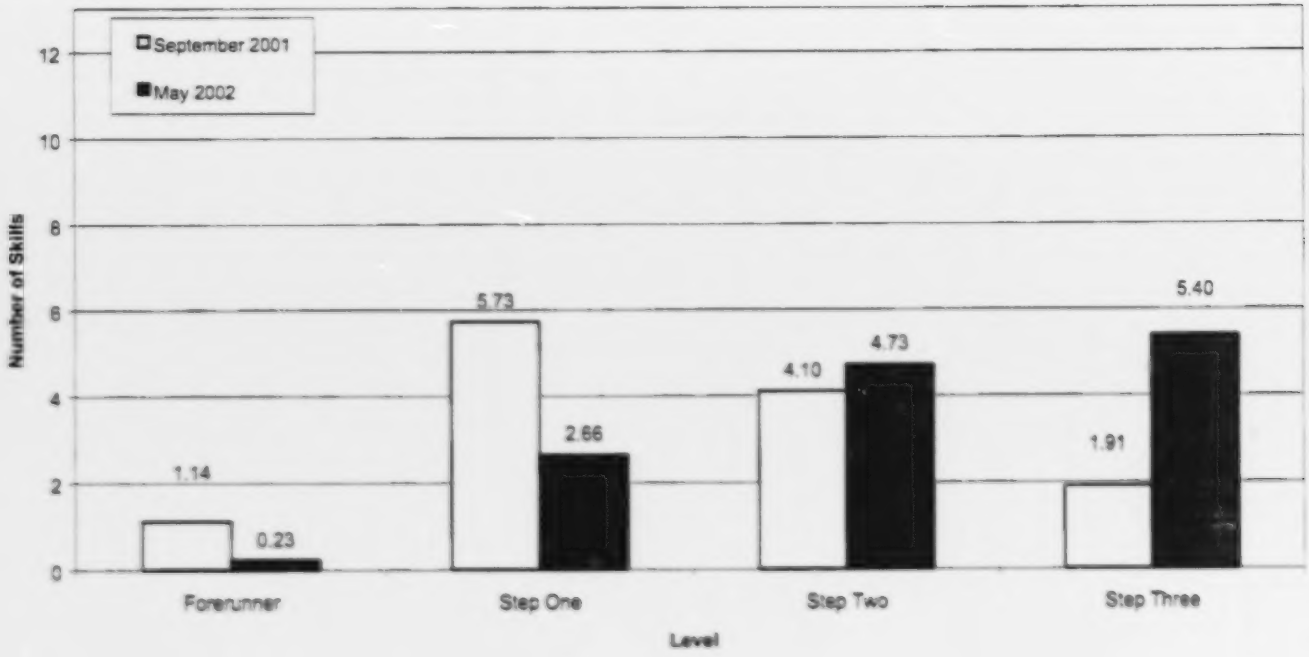


Figure 7. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Creative Curriculuum Developmental Continuum For Ages 3 - 5
Overall (50 items)
N = 329 Children

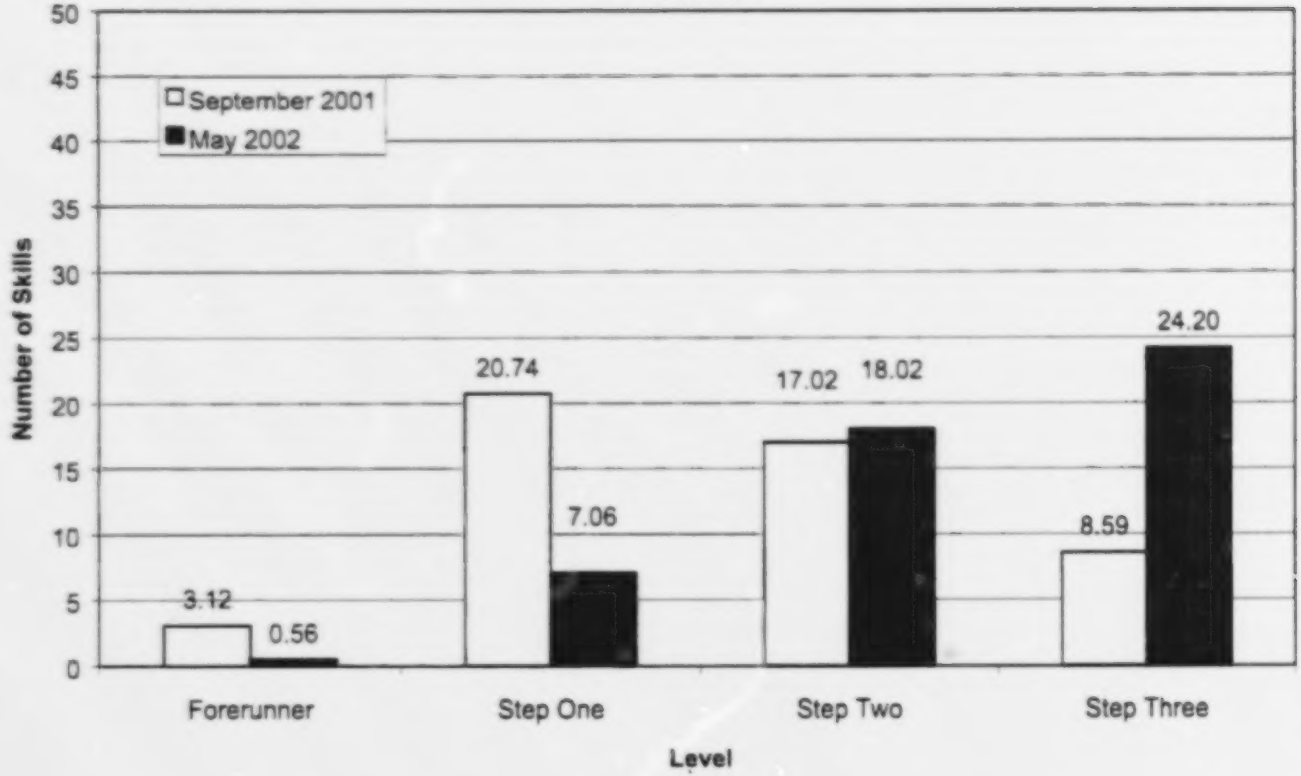


Table 2. Data Aggregated Across HS/ECAP Programs

Creative Curriculum Developmental Continuum Pre & Post Scores for 2001- 02

Number of Children Tracked = 329

		September 2001 Average								May 2002 Average							
	# of	Forerunner		Step One		Step Two		Step Three		Forerunner		Step One		Step Two		Step Three	
Skill Domain	Skills	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Social/Emotional	13	0.58	4.46%	5.10	39.23%	4.00	30.77%	3.23	24.88%	0.09	0.66%	1.62	12.45%	3.80	29.22%	7.51	57.74%
Physical	8	0.09	1.13%	2.08	26.00%	3.30	41.25%	2.07	25.88%	0.01	0.13%	0.32	4.00%	2.14	26.75%	5.37	67.13%
Cognitive	16	1.54	9.63%	7.82	48.89%	4.52	28.25%	1.96	12.24%	0.24	1.51%	3.18	19.85%	6.21	38.83%	6.36	39.75%
Language	13	1.14	8.77%	5.73	44.08%	4.10	31.54%	1.91	14.69%	0.23	1.77%	2.66	20.46%	4.73	36.38%	5.40	41.54%
TOTAL	50	3.12	6.24%	20.74	41.48%	17.02	34.04%	8.59	17.18%	0.56	1.12%	7.06	14.12%	18.02	36.04%	24.20	48.40%

Table 3. Data Aggregated Across HS/ECAP Programs

Creative Curriculum Average Overall Performance Change for 2001- 02

Number of Children Tracked = 329

		Overall Average Change 2001-02 *							
	# Of	Forerunner		Step One		Step Two		Step Three	
Skill Domain	Skills	#	%	#	%	#	%	#	%
Social/Emotional	13	-0.49	-3.80%	-3.48	-26.78%	-0.20	-1.55%	4.27	32.86%
Physical	8	-0.08	-1.00%	-1.76	-22.00%	-1.16	-14.50%	3.30	41.25%
Cognitive	16	-1.30	-8.11%	-4.65	-29.04%	1.69	10.58%	4.40	27.51%
Language	13	-0.91	-7.00%	-3.07	-23.62%	0.63	4.85%	3.49	26.85%
TOTAL	50	-2.56	-5.12%	-13.68	-27.36%	1.00	2.00%	15.61	31.22%

*Note: Decreases in overall change indicate movement to an area of greater proficiency.

The results of the data collected from the Child Developmental Outcomes Forms for the five Head Start and ECAP programs in the state of Delaware using the *Creative Curriculum Developmental Continuum for Ages 3-5* indicate that children being served by these programs are progressing in all areas of development, including language, cognitive, social emotional and physical development. The results of tracking this sample of 329 children showed significant skill development in four domains. The children, as a group, gained an average of 4.27 social-emotional skills (32.86%), 3.30 physical skills (41.25%), 4.40 cognitive skills (27.51%), and 3.49 language skills (26.85%), during the 2001-2002 program year. Overall, these children gained an average of 15.61 skills in all four domains (31.22%).

Work Sampling

Data are presented below on one hundred twenty-five (125) children who were assessed in September 2001 and May 2002 using the *Work Sampling for Head Start Developmental Checklist for Four Year Olds*. In September 2001, these one hundred twenty five (125) children had "not yet" mastered 6.74 skills (10.53%), were "in process" of mastering 29.57 skills (46.20%), and were "proficient" in 27.62 skills (42.99%). In May 2002, these children, on average, had "not yet" mastered 0.22 skills (0.34%), were "in process" of mastering 12.58 skills (19.65%), and were "proficient" in 50.76 skills (79.30%). Based on these results, on average, these children became "proficient" in 23.24 skills on the assessment instrument, which was a 36.31% increase in proficiency from their initial scores on the *Work Sampling for Head Start Developmental Checklist for Four Year Olds* (see Table 4 and Figures 8 through 12 for visual representations of the average number of skills gained per child in each domain).

Figure 8. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Work Sampling For Head Start Developmental Checklist for Four Year Olds
Social and Emotional Development (13 items)
N =125 Children

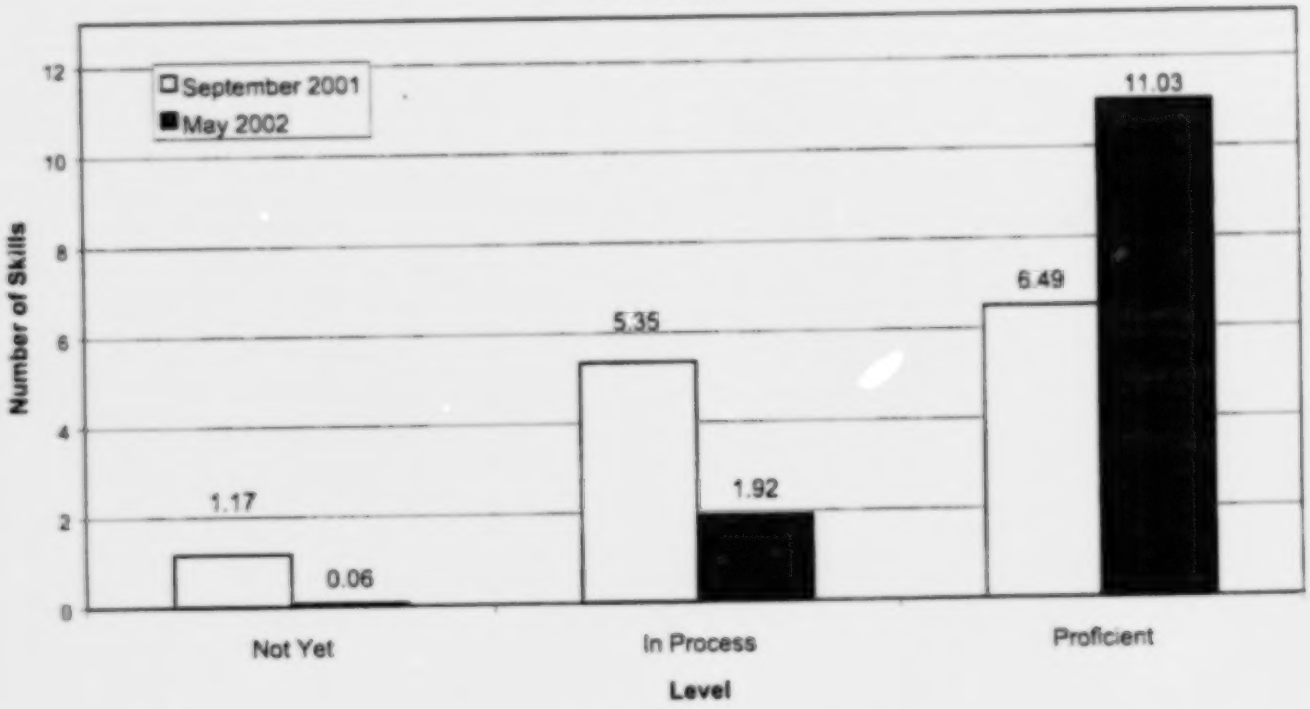


Figure 9. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Work Sampling For Head Start Developmental Checklist for Four Year Olds
Cognitive Development (24 items)
N = 125 Children

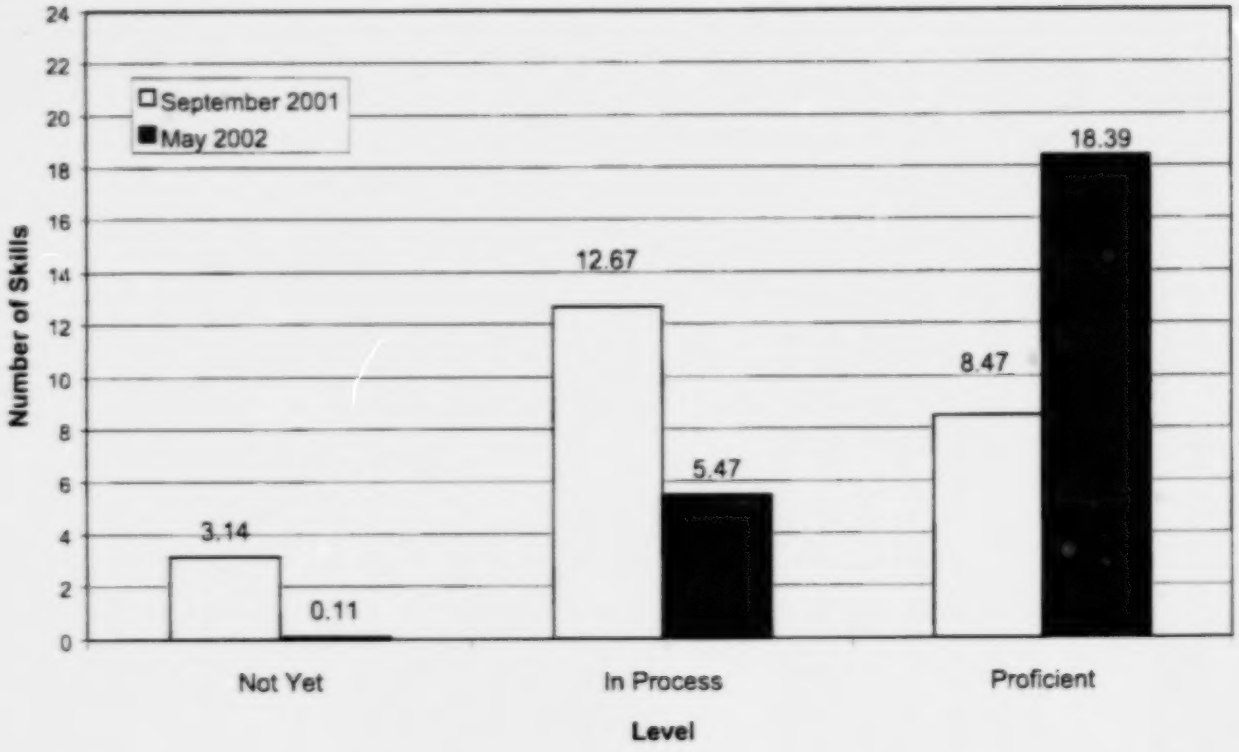


Figure 10. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Work Sampling For Head Start Developmental Checklist for Four Year Olds
Communication (20 items)
N = 125 Children

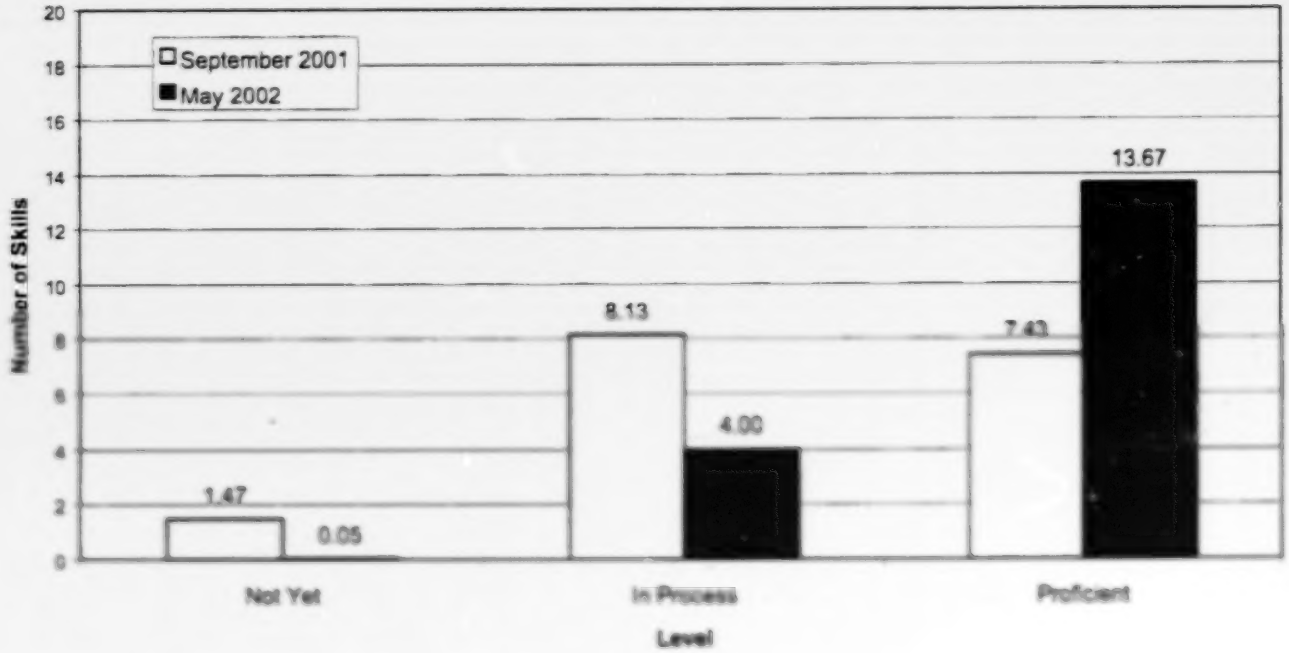


Figure 11. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Work Sampling For Head Start Developmental Checklist for Four Year Olds
Physical Health & Development (7 items)
N = 125 Children

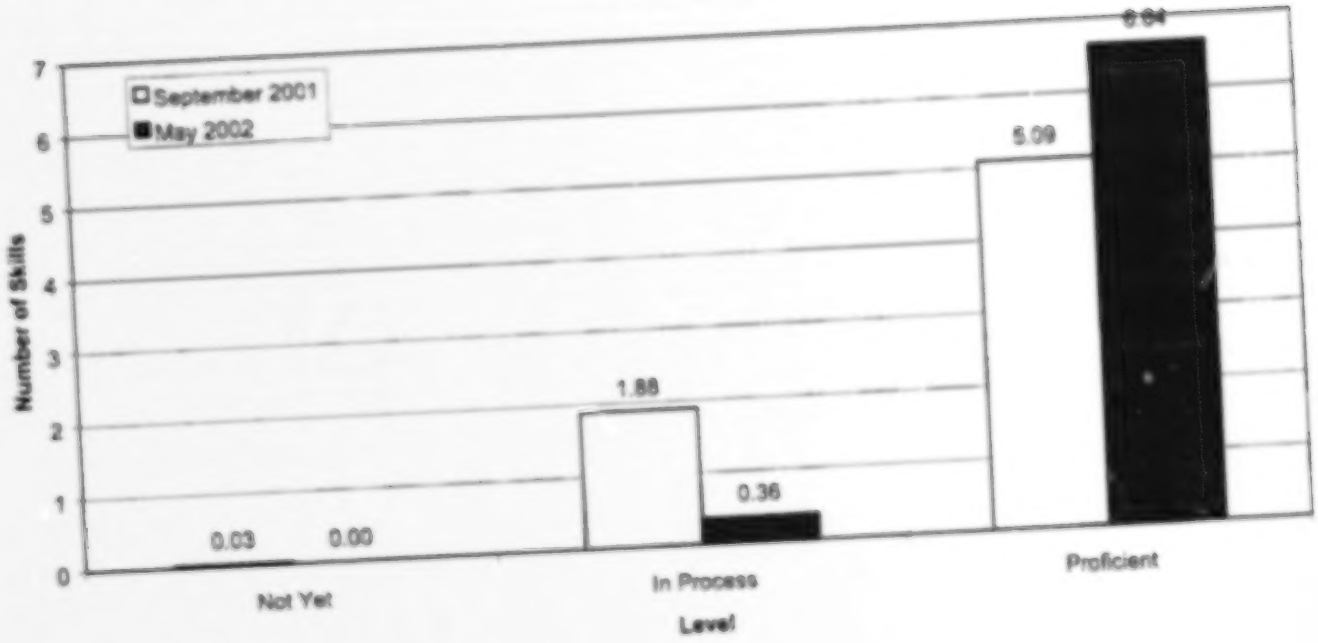


Figure 12. Average Number of Skills Mastered Per Child
Aggregated Across HS/ECAP Programs for 2001-02
Work Sampling For Head Start Developmental Checklist for Four Year Olds
Overall Skills (64 items)
N = 125 Children

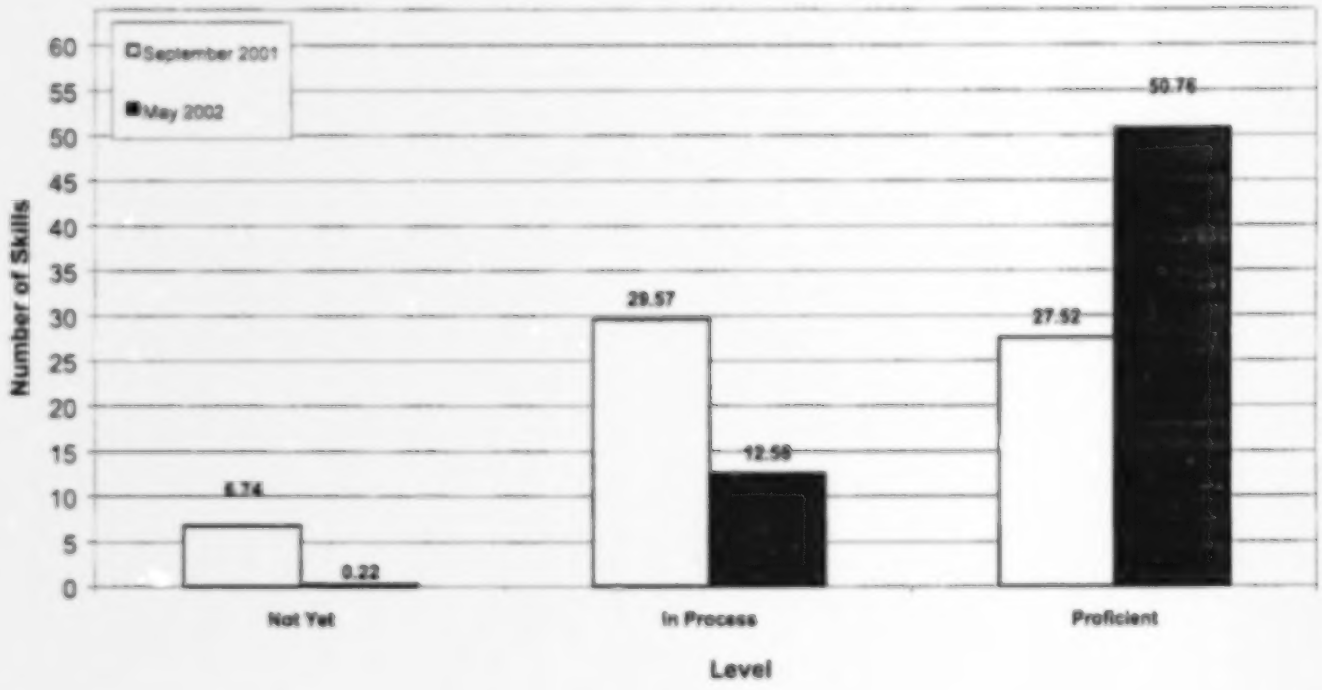


Table 4. Data Aggregated Across HS/ECAP Programs for 2001- 02
Work Sampling for Head Start Developmental Checklist for Four Year Olds
Number of Children Tracked = 125

Skill Domain	# Of Skills	September 2001 Average						May 2002 Average						Overall Average Change*					
		Not Yet		In Process		Proficient		Not Yet		In Process		Proficient		Not Yet		In Process		Proficient	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Social & Emotional	13	1.17	8.99%	5.35	41.12%	6.49	49.88%	0.05	0.46%	1.92	14.76%	11.03	84.78%	-1.11	-8.53%	-3.43	-26.36%	4.54	34.90%
Cognitive (including Approaches to Learning Math, Science & Creative Arts)	24	3.14	13.08%	12.67	52.79%	8.47	35.29%	0.11	0.46%	5.47	22.79%	18.39	76.63%	-3.03	-12.63%	-7.20	-30.00%	9.92	41.33%
Communication (including Language & Literacy)	20	1.47	7.35%	8.13	40.65%	7.40	37.15%	0.05	0.25%	4.60	20.00%	13.67	68.35%	-1.42	-7.10%	-4.13	-20.65%	6.24	31.20%
Physical Health & Development	7	0.03	0.43%	1.88	26.86%	5.09	72.71%	0.00	0.00%	0.36	5.14%	6.64	94.86%	-0.03	-0.43%	-1.52	-21.71%	1.55	22.14%
TOTAL	64	6.74	10.53%	29.57	46.20%	27.52	42.99%	0.22	0.34%	12.58	19.65%	50.76	79.30%	-6.52	-10.19%	-16.99	-26.54%	23.24	36.31%

*Note: Decreases in overall change indicate movement to an area of greater proficiency.

These one hundred twenty-five (125) children, on average:

- Became proficient in 4.54 skills (34.90%) in the area of social and emotional development;
- Became proficient in 9.92 skills (41.33%) in the cognitive area, which included approaches to learning, math, science, and creative arts;
- Became proficient in 6.24 skills (31.20%) in the area of communication skills, which included language development and literacy; and
- Became proficient in 1.55 skills (22.14%) in the area of physical health and development.

The results of the data collected from the Child Developmental Outcomes Form from the programs using the *Work Sampling for Head Start Developmental Checklist for Four Year Old* indicate that children being served by these programs are progressing in all areas of development tracked by the assessment instrument, including social and emotional development, approaches to learning, language development, literacy, mathematics, science, creative arts, and physical health and development. On average, children became proficient in more than 23 skills during the program year, which indicates a 36.31% increase in skills.

Conclusion

Both the results from the two primary instruments that were used and data examining the percentage of skills obtained in each domain indicate that children being served by these programs are progressing in all areas of development tracked by the assessment instruments, including social and emotional development, cognitive skills, communication skills, physical health and in overall skill attainment. Children's increases in overall skills averaged 31.22 % for the *Creative Curriculum Developmental Continuum for Ages 3-5*, 36.31% on the *Work Sampling for Head Start Developmental Checklist* for Four Year Olds, and 28.63% for the average percentage of skills mastered.

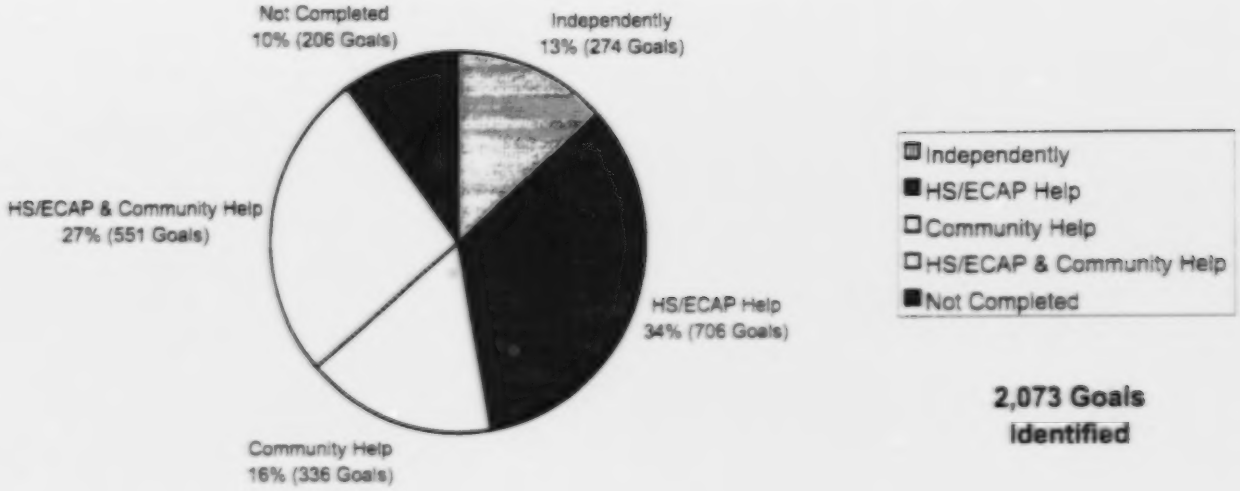
Section III: Family and Community Outcomes

In order to track family and community outcomes, programs were asked to report the number of goals families had identified on their Family Partnership Agreements in the following areas: (a) improved parenting skills, (b) improved well-being and self-concept, (c) improved interpersonal relationships, (d) improved literacy, (e) improved education, (f) improved employment situation, (g) improved advocacy skills, (h) improved family safety, (i) social service agency links, (j) school district links, (k) transition planning, (l) medical service links, (m) child care, (n) mental health links, and (o) transportation.

To report this information efficiently, programs were provided with Family and Community Outcomes Forms (see Appendix A). These forms were distributed in the Fall 2001, and programs were asked to return these forms by February 15, 2002, indicating the number of goals families had identified in each area. By June 15, 2002, programs were asked to review their Family Partnership Agreements in order to determine how many families completed their identified goals, and whether these goals were completed independently by the family, or if they were completed with the help of a Head Start or ECAP program, with the help of the community, or with the help of both (see Family and Community Outcomes Forms, Appendix A).

Five hundred and seventy two (572) families were randomly selected across Head Start and ECAP programs to be tracked in this portion of the Outcomes Project. These families identified 2073 goals in their Family Partnership Agreements in the various areas described above. In total, 1867 of these goals were completed (90.1 %). Two hundred seventy-four (274) of the goals were completed independently by families (13.2%), 706 goals were completed with the help of a Head Start or ECAP program (34.1 %), 336 goals were completed with the help of community resources (16.2%), 551 goals were completed with the help of both the Head Start or ECAP program and community resources (26.6%), and 206 goals were not completed (9.9%). Please see Table 5 and Figure 5 for a visual representation of the Family and Community Goals completed by families across Head Start and ECAP programs in the state of Delaware.

Figure 13. Family and Community Goals Completed
September 2001 - May 2002
Statewide Head Start/ ECAP Programs
N = 572 Families



2,073 Goals Identified

Table 5. Goals Completed by Families in the Statewide Head Start/ECAP Outcomes Project
2001-2002 Program Year - Aggregated Across Programs
Number of Families = 572

Goals	Number of Goals Identified	Completed Goals		Goals Completed Independently		Goals Completed with HS / ECAP Help		Goals Completed with Community Help		Goals Completed with Help of both HS / ECAP and Community		Goals Not Completed	
		#	%	#	%	#	%	#	%	#	%	#	%
Improved parenting	177	156	88.1%	15	8.5%	67	37.9%	30	16.9%	44	24.9%	21	11.9%
Improved well-being	143	124	86.7%	36	25.2%	70	49.0%	4	2.8%	14	9.8%	19	13.3%
Improved interpersonal	70	59	84.3%	14	20.0%	35	50.0%	6	8.6%	4	5.7%	11	15.7%
Improved literacy	90	74	82.2%	15	16.7%	47	52.2%	3	3.3%	9	10.0%	16	17.8%
Improved education	212	167	78.8%	34	16.0%	55	25.9%	39	18.4%	39	18.4%	45	21.2%
Improved employment	148	130	87.8%	58	39.2%	19	12.8%	38	25.7%	15	10.1%	18	12.2%
Improved advocacy	49	46	93.9%	1	2.0%	33	67.3%	0	0.0%	12	24.5%	3	6.1%
Improved family safety	110	100	90.9%	23	20.9%	52	47.3%	5	4.5%	20	18.2%	10	9.1%
Social services agencies links	188	182	96.8%	16	8.5%	39	20.7%	56	29.8%	71	37.8%	6	3.2%
School districts links	162	153	94.4%	14	8.6%	11	6.8%	7	4.3%	121	74.7%	9	5.6%
Transition planning	228	219	96.1%	9	3.9%	67	29.4%	8	3.5%	135	59.2%	9	3.9%
Medical services links	166	158	95.2%	13	7.8%	39	23.5%	75	45.2%	31	18.7%	8	4.8%
Child care	156	156	100.0%	9	5.8%	79	50.6%	49	31.4%	19	12.2%	0	0.0%
Mental health services links	37	30	81.1%	1	2.7%	13	35.1%	3	8.1%	13	35.1%	7	18.9%
Transportation	137	113	82.5%	16	11.7%	80	58.4%	13	9.5%	4	2.9%	24	17.5%
TOTAL *N - 572 Families Tracked*	**2073**	**1867**	**90.1%**	**274**	**13.2%**	**706**	**34.1%**	**336**	**16.2%**	**551**	**26.6%**	**206**	**9.9%**

Of the 572 families included in the 2001-2002 Head Start/ECAP Outcomes Project:

- One hundred seventy-seven families identified goals in improved parenting. Of the one hundred fifty-six (156) goals completed (88.1%), fifteen (15) were completed independently (8.5%), sixty-seven (67) with the help of the Head Start/ECAP program (37.9%), thirty (30) with the help of the community (16.9%), forty-four (44) with the help of both the Head Start/ECAP program and the community (24.9%), and twenty-one (21) were not completed (11.9%).
- One hundred forty-three families identified goals in improved well-being. Of the one hundred twenty-four (124) goals completed (88.7%), thirty-six (36) were completed independently (25.2%), seventy (70) with the help of the Head Start/ECAP program (49.0%), four (4) with help from the community (2.8%), fourteen (14) with the help of both the Head Start/ECAP program and the community (9.8%), and nineteen (19) were not completed (13.3%).
- Seventy families identified goals in improved interpersonal relationships. Of the fifty-nine (59) goals completed (84.3%), fourteen (14) were completed independently (20.0%), thirty-five (35) with the help of the Head Start/ECAP program (50.0%), six (6) with help from the community (8.6%), four (4) with the help of both the Head Start/ECAP program and the community (5.7%), and eleven (11) were not completed (15.7%).
- Ninety families identified goals in improved literacy. Of the seventy-four (74) goals completed (82.2%), fifteen (15) were completed independently (16.7%), forty-seven (47) with the help of the Head Start/ECAP program (52.2%), three (3) with the help of the community (3.3%), nine (9) with the help of both the Head Start/ECAP program and the community (10.0%), and sixteen (16) were not completed (17.8%).
- Two hundred twelve families identified goals in improved education. Of the one hundred sixty-seven (167) goals completed (78.8%), thirty-four (34) were completed independently (16.0%), fifty-five (55) with help from the Head Start/ECAP program (25.9%), thirty-nine (39) with the help of the community (18.4%), thirty-nine (39) with the help of both the Head Start/ECAP program and the community (18.4%), and forty-five (45) were not completed (21.2%).

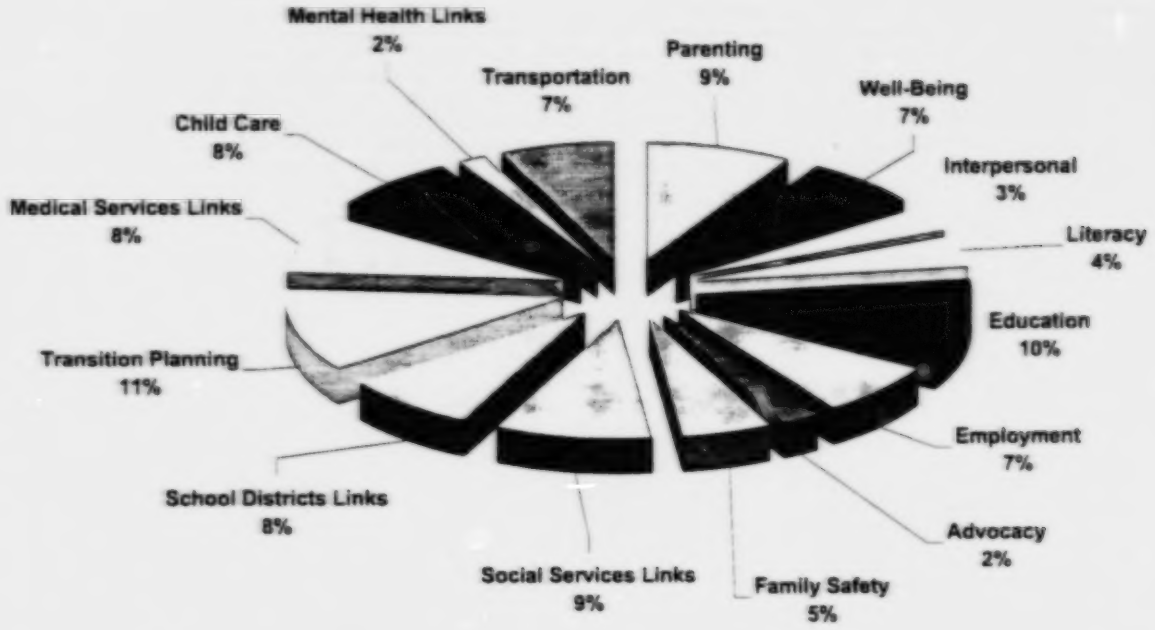
- One hundred forty-eight families identified goals in improved employment. Of the one hundred thirty (130) goals completed (87.8%), fifty-eight (58) were completed independently (39.2%), nineteen (19) with help from the Head Start/ECAP program (12.8%), thirty-eight (38) with help from the community (25.7%), fifteen (15) with help from both the Head Start/ECAP program and the community (10.1%), and eighteen (18) were not completed (12.2%).
- Forty-nine families identified goals in improved advocacy. Of the forty-six (46) goals completed (93.9%), one (1) was completed independently (2.0%), thirty-three (33) with the help of the Head Start/ECAP program (67.3%), twelve (12) with the help of both the Head Start/ECAP program and the community (24.5%), and three (3) were not completed (6.1%).
- One hundred ten families identified goals in improved family safety. Of the one hundred (100) goals completed (90.9%), twenty-three (23) were completed independently (20.9%), fifty-two (52) with the help of the Head Start/ECAP program (47.3%), five (5) with help from the community (4.5%), twenty (20) with the help of both the Head Start/ECAP program and the community (18.2%), and ten (10) were not completed (9.1%).
- One hundred eighty-eight families identified goals in creating social service agency links. Of the one hundred eighty-two (182) goals completed (96.8%), sixteen (16) were completed independently (8.5%), thirty-nine (39) with the help of the Head Start/ECAP program (20.7%), fifty-six (56) with help from the community (29.8%), seventy-one (71) with the help of the Head Start/ECAP program and the community (37.8%), and six (6) were not completed (3.2%).
- One hundred sixty-two families identified goals in creating school district links. Of the one hundred fifty-three (153) goals completed (94.4%), fourteen (14) were completed independently (8.6%), eleven (11) with the help of the Head Start/ECAP program (6.8%), seven (7) with help from the community (4.3%), one hundred twenty-one (121) with the help of the Head Start/ECAP program and the community (74.7%), and nine (9) were not completed (5.6%).
- Two hundred twenty-eight families identified goals in transition planning. Of the two hundred nineteen (219) goals completed (96.1%), nine (9) were completed independently (3.9%), sixty-seven (67) with help from the Head Start/ECAP program (29.4%),

eight (8) with help from the community (3.5%), one hundred thirty-five (135) with the help of the Head Start/ECAP program and the community (59.2%), and nine (9) were not completed (3.9%).

- One hundred sixty-six families identified goals in creating medical services links. Of the one hundred fifty-eight (158) goals completed (95.2%), thirteen (13) were completed independently (7.8%), thirty-nine (39) with the help of the Head Start/ECAP program (23.5%), seventy-five (75) with help from the community (45.2%), thirty-one (31) with the help of both the Head Start/ECAP program and the community (18.7%), and eight (8) were not completed (4.8%).
- One hundred fifty-six families identified goals in child care. Of the one hundred fifty-six (156) goals completed (100.0%), nine (9) were completed independently (5.8%), seventy-nine (79) with the help of the Head Start/ECAP program (50.6%), forty-nine (49) with the help of the community (31.4%), and nineteen (19) with the help of both the Head Start/ECAP program and the community (12.2%).
- Thirty-seven families identified goals in creating mental health services links. Of the thirty (30) goals completed (81.1%), one (1) was completed independently (2.7%), thirteen (13) with the help of the Head Start/ECAP program (35.1%), three (3) with help from the community (8.1%), thirteen (13) with the help of the Head Start/ECAP program and the community (35.1%), and seven (7) were not completed (18.9%).
- One hundred thirty-seven families identified goals in transportation. Of the one hundred thirteen (113) goals completed (82.5%), sixteen (16) were completed independently (11.7%), eighty (80) with the help of the Head Start/ECAP program (58.4%), thirteen (13) with help from the community (9.5%), four (4) with the help of both the Head Start/ECAP program and the community (2.9%), and twenty-four (24) were not completed (17.5%).

In addition, goals identified by the five hundred and seventy two (572) families selected for the study were examined based on frequency of selection. (See Figure 14) A focus on the most frequently selected goals may lead to the identification of strategies to better serve families, such as enhanced interagency collaboration, system change efforts, and advocacy to increase resources. Goals that were selected by more than 5% of the families, listed in priority order, included: transition planning (11%), education (10%), social services links (9%), parenting (9%), medical services links (8%), school districts links (8%), child care (8%), transportation (7%), well-being (7%), and employment (7%). Also, the goal of education was the area with the highest percentage of goals not completed (21.2%), which may indicate a need for increased efforts in this area. It is apparent that many of these goal areas lend themselves well to continuing collaborative efforts between Head Start/ ECAP programs and other community resources, with Head Starts/ECAP programs serving in a linkage role.

Figure 14. Goals Identified by Head Start/ECAP Families FY2002



Conclusion

The results of the data collected from the Family and Community Outcomes Form for Head Start and ECAP programs across the state indicate that families being served by these programs are completing a majority of the goals that were identified in their Family Partnership Agreements (1,867 out of 2073 goals, 90.1%). More than thirteen percent of these goals (274 goals) were completed independently by families, which indicates that programs are effectively supporting and empowering families to reach their own goals. An additional thirty-four percent of these goals (706 goals) were completed with the help of a Head Start or ECAP program, which emphasizes the important role that these programs play in actively helping families to identify and fulfill their goals. Finally, over forty-two percent of these goals (887 goals) were accomplished with the help of community resources (336 goals, 16.2%), or with the help of a Head Start or ECAP program and community resources (551 goals, 26.6%), which indicates that these programs are creating effective partnerships with community agencies to serve these families better and to help families achieve their goals. The goals of transition planning and education were identified by the highest number of families. These and other frequently identified goals speak to the need for continuing interagency collaboration with Head Start/ECAP programs facilitating these relationship and linkages.

Appendix A:

Family and Community Outcomes Form

Family and Community Outcomes Recording Form

Program: _____ **Program Contact Person for Outcome Project:** _____

Number of Families in Program: _____ Number of Families being Tracked: _____

Family and Community Goal	Number of Families in Program with Goal	Goal Completed Independently	Goal Completed with Help of Head Start/ ECAP	Goal Completed with Help of Community	Goal Completed with Help of Both	Goal Not Completed	Percentage of Families Completing Goal
Improved parenting skills							
Improved well-being and self-concept							
Improved interpersonal relationships							
Improved literacy							
Improved education							
Improved employment situation							
Improved advocacy skills							
Improved family safety							
Social service agency links							

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Family and Community Outcomes Recording Form (continued)							
Family and Community Goal	Number of Families in Program with Goal	Goal Completed Independently	Goal Completed with Help of Head Start/ ECAP	Goal Completed with Help of Community	Goal Completed with Help of Both	Goal Not Completed	Percentage of Families Completing Goal
School district links							
Transition planning							
Medical service links							
Child care							
Mental health links							
Transportation							
Total Goals							

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Appendix B:

Sample Child Developmental Outcomes Form

Sample Child Developmental Outcomes Recording Form

Program Name:

Child Tracking Number: _____ Date: _____

Month and year of birth: _____

Does child have an IEP or an IFSP? _____Yes _____No

Was child ever enrolled in Part C or Child Development Watch services? _____Yes _____No _____Don't know

Did this child attend a Head Start Program last year? _____Yes _____No _____Don't know

If yes, which program did the child attend? _____Early Head Start _____Regular Head Start _____Migrant Head Start

Does this child currently attend any other childcare or early childhood program? _____Yes _____No _____Don't know

Does this child attend your program 4 or 5 days per week? ____4 Days ___5 Days

How many hours per day does this child attend your program? _____4 or Less _____4 to 6 _____Over 6

Does this child attend a full-year or partial-year program? _____Part Year _____Full Calendar Year

Child Tracking Number: _____

Instrument: Creative Curriculum Development al Continuum For Ages 3-5

Domain	# of Forerunner Items in September	# of Step One Items in September	# of Step Two Items in September	# of Step Three Items in September
Social-Emotional				
Physical Development				
Cognitive Development				
Language Development				

Domain	# of Forerunner Items in June	# of Step One Items in June	# of Step Two Items in June	# of Step Three Items in June
Social-Emotional				
Physical Development				
Cognitive Development				
Language Development				

Appendix C:

List of Assessment Instruments

Assessment Instruments Used by Head Start and ECAP Programs

In the 2001-2002 Head Start/ECAP Outcomes Project

Child Development and Learning Checklist (1)

Class Progress Chart (1)

Creative Curriculum Child Development and Learning Checklist (1)

Creative Curriculum Developmental Continuum for Ages 3-5 (5)

Telamon Outcomes Assessment Database – Early Childhood (2)

Work Sampling For Head Start Developmental Checklist for Four Year Olds (4)

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